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ABSTRACT

This guide provides assistance to New Mexico school districts in implementing a state-sponsored teacher performance evaluation plan (Provision III of the New Mexico Staff Accountability Plan, adopted by the State Board of Education). This plan involves five basic procedures: (1) determine specific definitions of the six essential teaching competencies adopted by the state; (2) select and define other competencies to complete local criteria; (3) adjust the local evaluation system to that adopted by the state; (4) determine training needs in observation, growth planning, and conference techniques; and (5) determine a schedule of implementation that will include all teaching personnel. Information appropriate to carrying out these requirements is provided, including a list of the six essential teaching competencies, an explanation of the eight required components for teacher performance evaluation, requirements for submission of the plan, and criteria for approval. Six appendixes are included: (1) text of the New Mexico Staff Accountability Plan; (2) descriptors and indicators for each of the six essential teaching competencies; (3) possible additional competencies with descriptors; (4) points to consider on observation, conferences, and planning; (5) New Mexico State Department of Education Regulation No. 84.8; (6) a five-page bibliography; and (7) a listing of videotapes/films.

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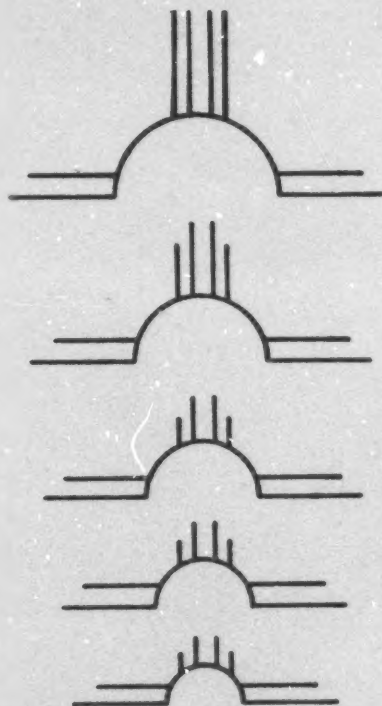
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TEACHER PERFORMANCE EVALUATION PLAN:

A PERSONALIZED APPROACH TO SUPERVISION, STAFF DEVELOPMENT, AND EVALUATION

AN IMPLEMENTATION GUIDE

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ELEMENTARY AND SECONDARY EDUCATION UNIT

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July, 1984

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PREFACE

In response to a growing concern over the quality of public education, the 1980 New Mexico Legislature provided funds for a Staff Accountability Study to be conducted by the New Mexico State Department of Education. After extensive study by department staff and an advisory council, six initial recommendations were distributed to school districts, professional organizations, and other interested people throughout the state. Regional meetings were held to gather reactions to those initial recommendations. Following the public meetings, the recommendations were consolidated into three provisions for presentation to the State Board of Education in November, 1981. (See Appendix A for complete statements of the three provisions.)

Provision I and Provision II require tests of knowledge at certain points during preparation and prior to initial certification. These provisions were implemented in July, 1983.

Provision III addresses the evaluation and support of demonstrated competency by teachers and administrators on-the-job. Work toward implementing Provision III is perhaps the most complex and delicate of all the phases in this process. The staff, working closely with the advisory council and professional educators from all levels of education, is addressing professional development and performance of all certified teaching and administrative personnel, current and future, in the state.

Major activities include the following:

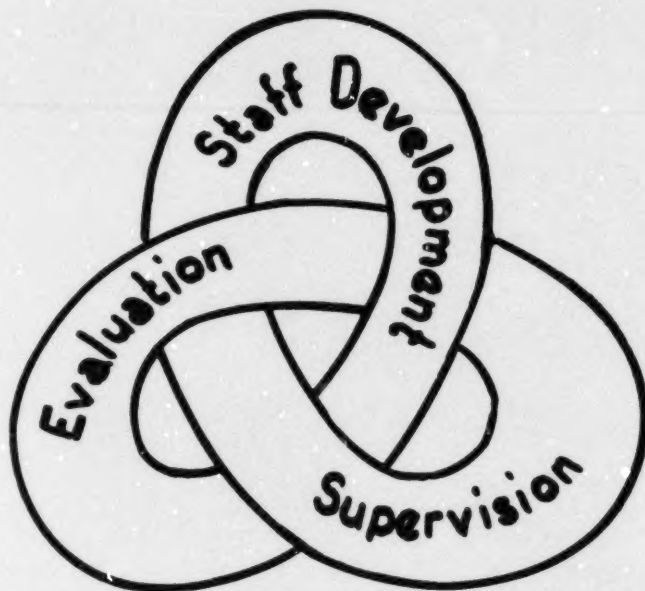
- identification of criteria which indicate competent classroom teaching and competent administrative leadership;
- modification of teacher certification patterns to emphasize the critical nature of early teaching experiences in the development of a competent teacher;
- identification of effective methods to encourage and support early teaching skills development;
- development of local school district support systems which lead to effective staff development; and
- development of technical assistance processes to help local school districts in performance evaluation of instructional and administrative staff.

On October 3, 1983, the New Mexico State Board of Education took the first of a series of actions necessary for full implementation of Provision III. In this action, the SBE adopted six essential teaching competencies and an evaluation system which will measure a teacher's ability to demonstrate those competencies.

This manual addresses only the teacher competencies and evaluation phase of Provision III.

INTRODUCTION

No area in education has more potential for impact upon the improvement of instruction and upon the improvement of schools than successful teacher/administrator evaluation. Improving instruction is the intent of the teacher performance evaluation component of Provision III of the New Mexico Staff Accountability Plan adopted by the State Board of Education. The plan emphasizes the relationships among supervision, staff development, and evaluation. The effectiveness of the plan depends upon the collaborative efforts of administrators and teachers in addressing these three processes.



The purpose of this guide is to provide assistance as districts implement the adopted requirements of the Teacher Performance Evaluation Plan. State Department of Education staff will provide further assistance upon request.

SUMMARY OF REQUIREMENTS

The following is a synopsis of procedures a district must follow to implement the teacher evaluation plan adopted by the New Mexico State Board of Education (SBE) on October 3, 1983:

1. **Determine the specific definitions of the six essential teaching competencies adopted by the SBE.**

Possible descriptors and indicators are included in Appendix B.

2. **Select and define other competencies to complete the local criteria.**

Some possible additional competencies are included in Appendix C.

3. **Determine the match between the teacher evaluation system used by the district and that adopted by the SBE. Adjust the local system where necessary.**

The nine components of the SBE system are explained in more detail in the following section.

4. **Determine training needs in observation, growth planning, and conference techniques.**

Points to consider for this step are found in Appendix D.

5. **Determine a schedule of implementation which assures that all teaching personnel will be included in the process.**

The Department suggests that teachers within their first three years of employment with the district receive priority. Other individuals should be included on a reasonable and publicly stated basis, not necessarily every year.

6. Submit to this Department for review, a complete description of the local Teacher Performance Evaluation Plan and the processes used to develop the system. The plan must contain these parts:

- state adopted and locally developed competencies with the indicators and descriptors to be used;
- schedule for training and implementation;
- copies of each form to be used; and
- other materials as necessary to assure that the criteria listed on page 12 are met.

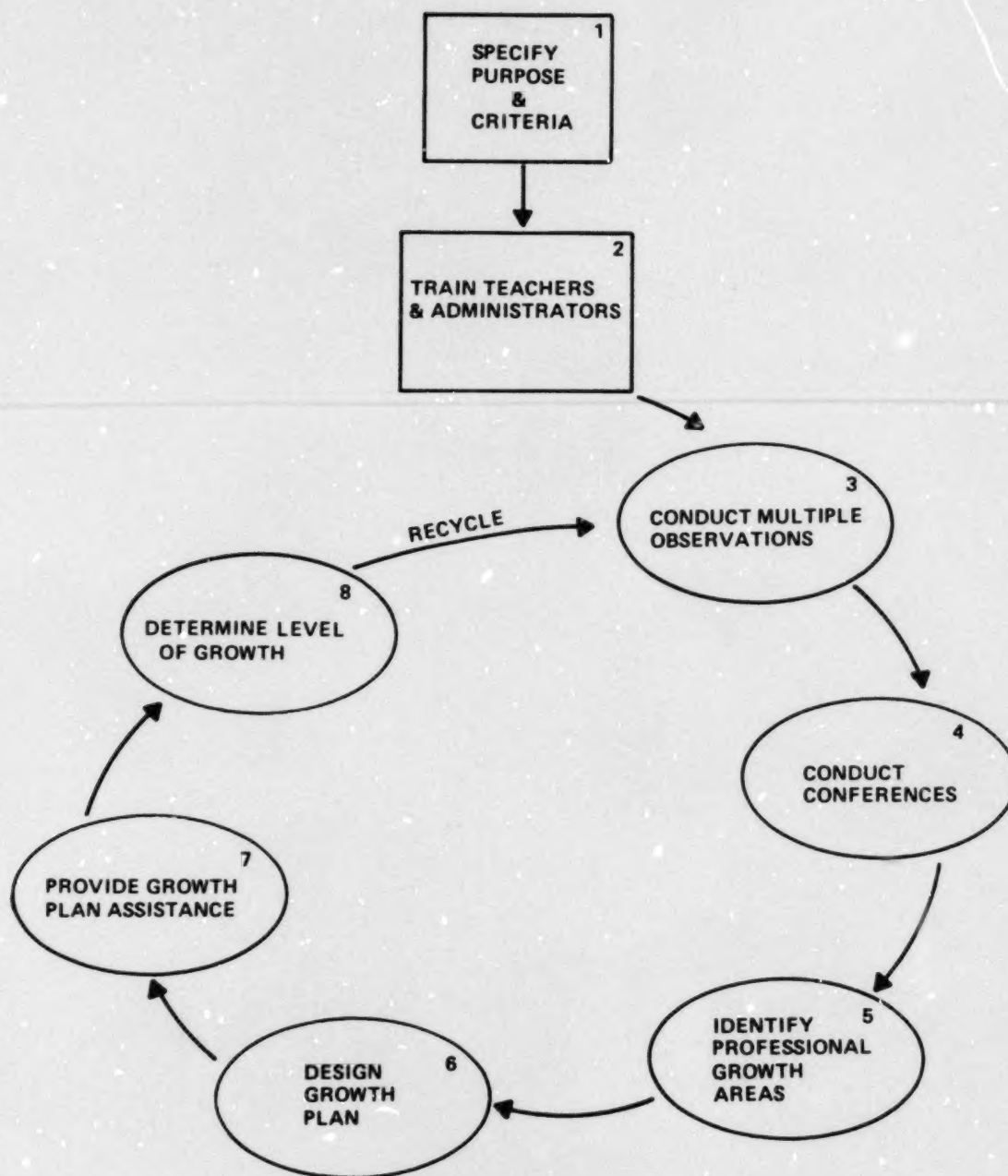
ESSENTIAL TEACHING COMPETENCIES

1. THE TEACHER COMMUNICATES ACCURATELY AND EFFECTIVELY IN THE CONTENT AREA AND MAINTAINS A PROFESSIONAL RAPPORT WITH STUDENTS.
2. THE TEACHER OBTAINS FEEDBACK FROM AND COMMUNICATES WITH STUDENTS IN A MANNER WHICH ENHANCES STUDENT LEARNING AND UNDERSTANDING.
3. THE TEACHER APPROPRIATELY UTILIZES A VARIETY OF TEACHING METHODS AND RESOURCES FOR EACH AREA TAUGHT.
4. THE TEACHER ENCOURAGES THE DEVELOPMENT OF STUDENT INVOLVEMENT, RESPONSIBILITY, AND CRITICAL THINKING SKILLS.
5. THE TEACHER MANAGES THE CLASSROOM TO ENSURE THE BEST USE OF INSTRUCTIONAL TIME.
6. THE TEACHER CREATES AN ATMOSPHERE CONDUCTIVE TO LEARNING, SELF-DISCIPLINE, AND DEVELOPMENT OF REALISTIC AND POSITIVE SELF-CONCEPTS.

The six essential teaching competencies adopted by the SBE on October 3, 1983, must be included in each district's evaluation plan. Some sample descriptors and indicators for the above six essential competencies are listed in Appendix B.

Figure 4a

CYCLE OF SUPERVISION



REQUIRED COMPONENTS FOR TEACHER PERFORMANCE EVALUATION

A district's Teacher Performance Evaluation Plan must include the nine SBE adopted components. Each component includes several concepts which are essential to the success of this evaluation plan. Explanations of each component are presented below.

The first two components are preparatory to the actual supervision cycle of the system.

1. **ASSURE THAT ALL PARTICIPANTS UNDERSTAND THE PURPOSES OF AND CRITERIA FOR PERFORMANCE EVALUATION. THIS SHOULD BE ACHIEVED THROUGH DISCUSSION AND WORKSHOPS AT THE LOCAL LEVEL. THE CRITERIA MUST INCLUDE THE COMPETENCIES ADOPTED BY THE STATE BOARD OF EDUCATION AND OTHERS DEVELOPED LOCALLY. (TO ACCOMPLISH THIS STEP, DISTRICTS SHALL USE THE COLLABORATIVE EFFORTS OF ADMINISTRATORS AND TEACHERS IN IDENTIFYING AND DEFINING COMPETENCIES.)**

- Teachers and administrators should collaborate in developing a philosophical purpose for the local Teacher Performance Evaluation Plan.
- Review the criteria and expectations of the existing teacher evaluation system to determine the extent to which the six essential teaching competencies adopted by the SBE are included.
- Include any of the six essential SBE teaching competencies which are not currently a part of the local criteria.
- Develop competency statements for areas in addition to the six required competencies. See Appendix C for possible additions.
- Develop specific descriptors and indicators for each competency the district has identified as a local criterion. Districts may use any or all of the descriptors and indicators for the SBE six essential teaching competencies listed in Appendix B or they may develop their own.

- Review the current local evaluation system to determine the extent to which the nine SBE adopted components are included.
- Add any of the nine components that are not currently included in the local system.
- Provide written information, workshops, and discussion sessions to ensure that all participants understand the purposes of the revised teacher performance evaluation plan.
- Provide in written form the established essential teaching competencies with the companion descriptors and indicators to all participants.
- Ensure that understanding of these criteria is achieved through discussion, workshops, or other methods.

2. **PROVIDE TRAINING IN OBSERVATION TECHNIQUES, CONFERENCE SKILLS, AND GROWTH PLANNING TO ALL PARTICIPANTS.**

ALL PARTICIPANTS MUST BE ADEQUATELY TRAINED.
--

- Participants included in a district's Teacher Performance Evaluation Plan must be trained in observation techniques that will enable them to identify and to describe teaching behavior in terms of the established competencies.
- Participants must be trained in growth planning and conference skills.
- Growth planning is essential to the improvement of instruction. Effective conference skills enable the observer and the teacher to agree upon growth targets based upon established teaching competencies.

- See Appendix D for suggestions concerning observation techniques, conference skills, and growth planning.

The following components describe the actual supervision cycle that will be used with individual teachers.

3. **CONDUCT MULTIPLE OBSERVATIONS OF CLASSROOM PERFORMANCE TO DETERMINE THE PRESENCE AND EXTENT OF COMPETENCIES DEMONSTRATED.**

The complete supervision cycle is more extensive than some previously used in New Mexico schools. A series of conferences, observations, and planning sessions will be necessary to properly fulfill this cycle. Therefore, each district must establish a system which clearly defines: criteria for selecting individuals to be included in the process; the number of teachers to be evaluated under this system each year; and an annual schedule for conducting observations and conferences.

- The number of observations should be sufficient to assure a representative sample of the teaching performance related to the established competencies.
- The length of time for each observation may vary depending upon the need and schedule of the participants involved.
- Observations can be conducted by the principal, peers, or others.
- Teaching can be observed by classroom visits or by reviewing videotaped lessons.

4. **CONFER AS SOON AS POSSIBLE AFTER EACH OBSERVATION TO ENSURE THE ADEQUACY, ACCURACY, AND COMPLETENESS OF THE RECORD OBTAINED.**

- A format for recording conference discussions and decisions should be developed or identified.

- The conference immediately following the observation provides the opportunity for the participants to agree upon the adequacy, accuracy, and the completeness of the observation. It also establishes the criteria for a growth plan.
- See Appendix D for suggested conference strategies.

5. **IDENTIFY STRENGTHS AND AREAS WHERE GROWTH CAN OCCUR.**

- Identification of strengths provides positive reinforcement.
- Areas in which growth can occur must be related to established teacher competencies.
- See Appendix D for suggestions concerning growth planning.

6. **COLLABORATE ON THE DEVELOPMENT OF A WRITTEN PLAN FOR IMPROVEMENT OR GROWTH IN THE AGREED UPON AREAS. THE PLAN SHOULD INCLUDE OBSERVATIONS AND CONFERENCES OVER AN AGREED UPON PERIOD OF TIME TO DETERMINE PROGRESS TOWARD COMPLETION.**

- During the post-conference, after teacher and observer have agreed upon the competency statements to be addressed, both parties should develop together a clearly written plan to include the following areas:
 - the specific action to be taken by the teacher to improve those areas;
 - the specific competency statements to be addressed;
 - the specific assistance to be provided by the administrator;
 - the determination of a specific amount of time to complete growth needs;
 - specified resources which will be needed during the plan;
 - a determination of how the progress toward completion will be monitored;

- criteria for determining if assistance is, in fact, appropriate and productive; and
 - a determination of the number of times a teacher may repeat the growth cycle for any given plan before the provisions detailed under 8. b. will be applied.
- See Appendix D for suggestions concerning growth planning.

7. PROVIDE ASSISTANCE THROUGH GUIDANCE, WORKSHOPS, CLASSES, OR OTHER MEANS TO EACH INDIVIDUAL FOR COMPLETING THE ASSIGNED GROWTH PLAN.

- The teacher and administrator both have a responsibility for accomplishing this step. Assistance must be provided to the teacher; however, the teacher must also take the initiative to examine resources and seek out useful materials.
- Ensure that the assistance provided is monitored to determine whether it is appropriate.
- After the growth plan has been developed, implemented, and monitored, a final summary of the teacher's growth must be made.
- This written summary must indicate whether the teacher has achieved the target growth of the plan.
- See Appendix: D for suggestions concerning growth planning.

8.a. UPON THE TEACHER'S SUCCESSFUL COMPLETION OF A GROWTH PLAN:

- The supervision cycle should be repeated.

8.b. UPON THE TEACHER'S NON-COMPLETION OF A GROWTH PLAN WHERE WORK PERFORMANCE HAS BEEN SATISFACTORY:

- adjust appropriate areas of the growth plan. (Adjust timelines, provide additional resources, etc.)

8.c. UPON THE TEACHER'S NON-COMPLETION OF A GROWTH PLAN WHERE WORK PERFORMANCE HAS BEEN UNSATISFACTORY:

- notify the individual in writing that he or she has failed to meet specified competencies as established in the district's teacher performance evaluation plan.

NOTE: At this point, the district may choose to proceed with termination or discharge on the basis of uncorrected unsatisfactory work performance.

REQUIREMENTS FOR SUBMITTAL OF PLAN

After the district has designed its teacher performance evaluation plan, it must submit a copy of that plan and a description of how it was developed to this Department for review. Materials must include the following:

- the state adopted and locally developed competencies with the indicators and descriptors to be used;
- the schedule for training and implementation;
- copies of each form to be used; and
- other materials as necessary to assure that criteria listed on page 12 have been met.

Plans should be submitted no later than July 1, 1985, to the:

Staff Accountability Project
Elementary and Secondary Education Unit
State Department of Education
Capitol Complex
Santa Fe, New Mexico 87501-2786

The teacher and principal supervision systems should be implemented in July, 1986.

CRITERIA FOR APPROVAL OF PLAN

- The group(s) reviewing and developing teacher competencies, descriptors, indicators, and the evaluation plan are representative of teachers and administrators throughout the district. (Refer to Component 1.)
- The district's established competencies, descriptors, and indicators are clear, specific, and known to all participants. (Refer to Component 1.)
- The local criteria used for selecting individual teachers for inclusion in the process are reasonable and known to all participants. (Refer to Component 3.)
- The annual and long-range schedules for including teachers in the process assure that all teaching staff will be included at least once during the life of each certificate and that sufficient time is allowed during the year for adequate attention to each step in the process. (Refer to Requirement 5 and Component 3.)
- The training is provided by qualified individuals and covers each step of the process. (Refer to Component 2.)
- The number and length of observations assure adequate time for developing an objective description of an individual's teaching performance on one or more established competencies. (Refer to Component 3.)
- Persons conducting the observations are specified and have received appropriate training. (Refer to Component 2.)
- Format for the growth plan assures that desired changes relate to established competencies, contains specific timelines for monitoring and completion, designates specific resources, and specifies the number of times the individual will be able to repeat the requirements of the plan. (Refer to Components 4, 5, 6, and 7.)

APPENDIX A

NEW MEXICO STAFF ACCOUNTABILITY PLAN

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NEW MEXICO STAFF ACCOUNTABILITY PLAN

November 9, 1981

Provision I

In order for teacher preparation programs in New Mexico to be approved by the State Board of Education after July 1, 1983, there must be a written basic skills examination in reading, writing, and math for students prior to completion of the preparation program.

Provision II

The State Board of Education requires an examination of general education, communication skills, methods and practices, and content specialization knowledge of all applicants as one of the requirements for initial teaching and administrative certification.

Provision III

The State Board of Education directs the Department of Education to:

- A. Identify, by July 1, 1983, criteria defining effective classroom teaching performance and to develop uniform personnel evaluation structures utilizing the identified criteria of effective classroom teaching.
- B. Recommend, by July 1, 1984, the creation of an initial three-year certificate during which time effective classroom teaching performance must be demonstrated.
- C. Recommend, by July 1, 1984, the establishment of a five-year standard certificate based, in part, upon demonstrated effective classroom teaching performance during the period of initial certification.
- D. Recommend, by July 1, 1984, the establishment of procedures for ten-year professional licensure and renewals based, in part, upon demonstrated effective classroom teaching performance.
- E. Develop, by July 1, 1984, a plan for providing structured support during the period of initial certification for the purpose of strengthening skills and removing deficiencies prior to application for the standard certification.
- F. Develop procedures, by July 1, 1984, for the provision of assistance to teachers and administrators in order to develop necessary skills for implementation of a personnel evaluation system based on the identified criteria for effective teacher performance.

APPENDIX B

STATE BOARD OF EDUCATION ESSENTIAL TEACHING COMPETENCIES WITH SAMPLE DESCRIPTORS AND INDICATORS

**STATE BOARD OF EDUCATION ESSENTIAL TEACHING COMPETENCIES
WITH SAMPLE DESCRIPTORS AND INDICATORS**

**1. THE TEACHER COMMUNICATES ACCURATELY AND EFFECTIVELY IN THE CONTENT AREA AND
MAINTAINS A PROFESSIONAL RAPPORT WITH STUDENTS BY:**

a. Communicating accurate and up-to-date knowledge of subject;

Are there obvious subject matter errors?

Are there unusual delays due to lack of knowledge?

Note: This does not mean that a teacher would know all things;
she/he should be given credit if an appropriate resource is
recommended for answers to questions she/he does not know.

Are materials current enough to include most recent developments in
the subject?

Are students confused by the teacher's limited knowledge?

**b. Providing accurate oral and written communications compatible with and
acceptable in the classroom setting;**

Is oral and written communication relatively free of errors?

Is communication at the level of understanding of the majority of
the students?

Is written material legible?

Are words pronounced clearly and distinctly?

**c. Communicating to students the instructional intent or plan at the
beginning of a learning experience;**

Does the teacher make the instructional plan or intent clear to
students at the beginning of the lesson via auditory or visual
communication?

Do students understand what the instructional intent or plan is?

Is the observer able to determine the instructional intent from
teacher communication?

1. d. Communicating involvement and interest in the lesson;

Is involvement communicated through the careful preparation of materials and resources?

Is the teacher well organized and prepared?

Does the teacher exhibit a positive attitude?

e. Giving clear directions and explanations relating to lesson content and procedures;

Do students understand directions and explanations?

Are all students asked to pay attention when directions and explanations are given?

Are directions clearly related to the content and procedures?

If appropriate, are instructions or explanations written and visible to all students for reference?

f. Communicating clearly, concisely, and in a manner appropriate to the level of the students;

Are oral and written communication at the appropriate level?

Are techniques used which assist in clarifying information or materials?

Are the students understanding what is being communicated by the teacher?

See 1. b. for additional descriptors which may be appropriate.

g. Demonstrating confidence in his/her abilities by knowing what to do and how to do it;

Is lack of confidence exhibited by unnatural breaks in presentation?

Are the transitions between activities smoothly arranged?

1. h. Modeling and encouraging constructive behavior patterns;

Is the teacher generally positive?

Is the teacher on time to class?

Are tasks started on time and without much waste between activities?

Are efforts made to praise students when appropriate?

2. THE TEACHER OBTAINS FEEDBACK FROM AND COMMUNICATES WITH STUDENTS IN A MANNER WHICH ENHANCES STUDENT LEARNING AND UNDERSTANDING BY:

a. Assuring that learners recognize the purpose and importance of topics and activities;

Are the purpose and importance of the activity/ies somehow related to the students' lives?

Are questions asked which clarify the purpose and importance?

b. Clarifying directions and explanations when students do not understand;

Is clarification provided when students do not understand lesson content or procedures?

Are varying methods used, if necessary?

Are appropriate questioning techniques used to clarify content or procedures?

c. Giving reasonable explanations for actions, directions, and decisions when appropriate;

If appropriate, are reasons for actions or directives given?

2. d. **Encouraging appropriate student-to-student, as well as student-to-teacher interactions;**

Does the teacher listen attentively when students are presenting or talking?

Are the students expected to listen to one another?

Is there a free flow of ideas between students and between students and teacher?

Does the teacher encourage interaction when appropriate among and with the students?

e. **Reinforcing and encouraging students' own efforts to maintain involvement;**

Does the teacher take action to involve inattentive students?

Does the teacher encourage alternative answers, rephrasing if necessary?

Does the teacher prompt and wait for students' thoughts to emerge?

Does the teacher listen thoughtfully to students' ideas including them into the lesson and recognizing their worth?

Are methodologies used which allow for a high degree of student interaction (for example: discussions, experiments, problem solving activities, and inquiries)?

Is other assistance given which will help students to feel successful?

f. **Communicating regularly with students about their needs and progress;**

Is information communicated to the student concerning his/her progress?

g. **Providing constructive feedback to students about their behavior;**

Is positive behavior reinforced?

Is there an absence of sarcasm?

Is sincere praise given when appropriate?

3. THE TEACHER APPROPRIATELY UTILIZES A VARIETY OF TEACHING METHODS AND RESOURCES FOR EACH AREA TAUGHT BY:

a. Selecting content and a variety of materials and media for lessons which are appropriate to the lessons and the learners;

Do content, material, and media selected achieve objectives?

Is the teacher aware of available resources?

Do the materials relate to the lesson?

Do the materials assist in making the lesson clear to all students?

If appropriate, is more than one type of instructional material used to achieve objectives (e.g., films, filmstrips, tapes, etc.)?

b. Using teaching methods, materials, and media which address student learning levels, rates, and styles;

If necessary, does the teacher utilize more than one method while teaching?

Are there opportunities for students to work using their own styles?

c. Providing opportunities and materials for students to apply or practice the knowledge and skills learned;

Does the teacher provide effective opportunities for students to practice skills and apply the knowledge they have learned?

These opportunities may be visible or noted in the following ways:

-involved with independent work assignments;

-working with manipulative materials;

-participating in answering questions; and

-turning in homework assignments.

d. Implementing learning activities in a logical sequence;

Is instruction provided in procedural order: simple to complex, concrete to abstract, familiar to unfamiliar?

Are provisions made for prerequisites before or during learning activities?

Are presentations and activities developed in an orderly way?

3. e. Working with individuals, small groups, and large groups as appropriate;

Does the size of the group facilitate the achievement of the objectives of the lesson?

Is transition from one group size to another carried out smoothly?

Does the teacher make use of a variety of group sizes, if appropriate?

f. Providing opportunities for students to work independently;

Are there activities on which students are allowed to work alone or with one or two others?

Do students move freely but with purpose in the classroom?

4. THE TEACHER ENCOURAGES THE DEVELOPMENT OF STUDENT INVOLVEMENT, RESPONSIBILITY, AND CRITICAL THINKING SKILLS BY:

a. Using techniques to arouse student interest;

Are models, graphs, or other visuals used to motivate students?

Are interesting thought-provoking questions asked to motivate students?

Is usefulness of activity or lesson communicated to the student?

Are students involved through such things as mime, drama, student speech, or hands-on material?

Are questions, tasks, and activities designed for interest and success?

Are a wide variety of activities used when appropriate?

b. Using appropriate questioning techniques;

Does the teacher use open-ended questions to stimulate discussion?

Does the teacher use several types of questions from simple recognition and recall to analysis, synthesis, and evaluation?

3. **THE TEACHER APPROPRIATELY UTILIZES A VARIETY OF TEACHING METHODS AND RESOURCES FOR EACH AREA TAUGHT BY:**

a. **Selecting content and a variety of materials and media for lessons which are appropriate to the lessons and the learners;**

Do content, material, and media selected achieve objectives?

Is the teacher aware of available resources?

Do the materials relate to the lesson?

Do the materials assist in making the lesson clear to all students?

If appropriate, is more than one type of instructional material used to achieve objectives (e.g., films, filmstrips, tapes, etc.)?

b. **Using teaching methods, materials, and media which address student learning levels, rates, and styles;**

If necessary, does the teacher utilize more than one method while teaching?

Are there opportunities for students to work using their own styles?

c. **Providing opportunities and materials for students to apply or practice the knowledge and skills learned;**

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-participating in answering questions; and

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d. **Implementing learning activities in a logical sequence;**

Is instruction provided in procedural order: simple to complex, concrete to abstract, familiar to unfamiliar?

Are provisions made for prerequisites before or during learning activities?

Are presentations and activities developed in an orderly way?

3. e. Working with individuals, small groups, and large groups as appropriate;

Does the size of the group facilitate the achievement of the objectives of the lesson?

Is transition from one group size to another carried out smoothly?

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Are students involved through such things as mime, drama, student speech, or hands-on material?

Are questions, tasks, and activities designed for interest and success?

Are a wide variety of activities used when appropriate?

b. Using appropriate questioning techniques;

Does the teacher use open-ended questions to stimulate discussion?

Does the teacher use several types of questions from simple recognition and recall to analysis, synthesis, and evaluation?

4. c. Providing opportunities for the active involvement of students;

Do students have opportunities for active participation sometime during the lesson?

Are the majority of students involved?

Does the teacher allow for manipulative activities when needed?

Does the teacher make an effort to involve inactive or apparently nonparticipating students?

Do students appear eager to continue through the lesson or activity?

d. Allowing opportunities for student thought, speculation, and creativity;

Does the teacher allow time for thinking after questions are asked?

Are questions rephrased if students have difficulty answering?

Are assignments given which require a synthesis of ideas?

Are creative assignments given which allow for several answers?

e. Using student responses and questions in teaching;

Are student responses used to enhance the lesson or activities?

Are student questions used to enhance the lesson or activities?

f. Giving students opportunities to make appropriate choices and take responsibility for their own learning;

Are there appropriate choices in the classroom for students?

Are assignment choices given at appropriate times?

g. Providing reteaching, impromptu learning, or other adjustments when necessary;

Are adjustments in the lesson or activity made, if necessary?

Does the teacher assist students with additional information for skills or concepts?

5. **THE TEACHER MANAGES THE CLASSROOM TO ENSURE THE BEST USE OF INSTRUCTIONAL TIME BY:**

a. **Handling routine tasks promptly and efficiently;**

Are the actions of the teacher decisive?

Does the teacher know what to do and how to do it?

Does the teacher organize and direct clerical and housekeeping chores to prevent wasted time?

b. **Minimizing distractions and interruptions;**

Are transitions between activities smooth and are directions clear?

Are materials arranged for easy distribution?

Does the teacher initiate changes in activities for students who are ready to move along or need continued practice?

Does the teacher handle distractions quickly?

c. **Having materials or media ready for student use;**

Are materials organized and arranged for easy distribution?

Are materials available to students when needed?

d. **Handling behavior problems individually when possible;**

Is the entire group punished for the actions of an individual?

Are major disruptions attended to quickly and firmly with individual(s)?

Are consequences appropriate for severity and type of behavior and age of learner?

Are behavior problems handled privately when possible (for example, before or after class or school)?

6. **THE TEACHER CREATES AN ATMOSPHERE CONDUCTIVE TO LEARNING, SELF-DISCIPLINE, AND DEVELOPMENT OF REALISTIC AND POSITIVE SELF-CONCEPTS BY:**

a. **Establishing and stating expectations for behavior utilizing input from students;**

Did students help to develop rules for classroom behavior?

Do students know what behavior expectations exist?

b. **Allowing opportunities for students to express personal ideas, needs, and interests;**

Are students' ideas considered?

Are students' needs and interests taken into account but kept in balance?

c. **Being sensitive to the needs and feelings of students;**

Does the teacher inquire about students' personal accomplishments or disappointments as appropriate?

Does the teacher comment on students' feelings when appropriate?

Does the teacher allow students to share personal experiences when appropriate?

Does the teacher encourage students to share news concerning each other and to acknowledge each other's accomplishments?

Is the teacher able to show humor?

d. **Acknowledging student achievements;**

Does the teacher recognize and respond positively to students' efforts?

e. **Assuring each student some success;**

Does the teacher make an effort not to embarrass students by providing reassuring and supportive statements?

Does the teacher avoid sarcasm, criticism, and negative reactions?

Does the teacher make an effort to interact with all students balancing the time given to more aggressive or less aggressive students?

APPENDIX C

POSSIBLE ADDITIONAL COMPETENCIES WITH DESCRIPTORS

POSSIBLE ADDITIONAL COMPETENCIES WITH DESCRIPTORS

1. PLANNING

THE TEACHER DISPLAYS EVIDENCE OF PLANNING INSTRUCTION SO THAT STUDENTS ACHIEVE LOCALLY ESTABLISHED COMPETENCIES. THE TEACHER INDICATES THIS BY:

- a. Specifying or selecting learner outcomes for each lesson;
- b. Selecting content, materials, and media appropriate to the students and objectives;
- c. Selecting instructional procedures or strategies to achieve the expected outcomes;
- d. Assuring that expected outcomes are compatible with student abilities;
- e. Maintaining planning documents and records as required locally;
- f. Considering student background and experience in making instruction relevant;
- g. Bringing to the classroom a variety of resources appropriate to the students and related to the objectives; and
- h. Preparing instruction for student differences in learning rates, capabilities and styles.

2. EVALUATION

THE TEACHER GATHERS APPROPRIATE INFORMATION ABOUT STUDENTS AND THE RESULTS OF INSTRUCTION AND USES THAT INFORMATION TO IMPROVE TEACHING PERFORMANCE. THE TEACHER INDICATES THIS BY:

- a. Assessing student accomplishment on a regular basis;
- b. Specifying or selecting materials and means for measuring student progress;
- c. Maintaining accurate student records in a manner prescribed locally;
- d. Assisting in the evaluation of school or district effectiveness in achieving expected outcomes;
- e. Revising instruction as necessary, using evaluation results and observation to improve effectiveness;
- f. Disseminating appropriate and understandable information to students and parents; and
- g. Encouraging parent and student participation in gathering information and evaluating achievement and effectiveness.

3. PHYSICAL ENVIRONMENT

THE TEACHER MAINTAINS A PHYSICAL ENVIRONMENT CONDUCTIVE TO LEARNING AND APPROPRIATE TO THE MATURITY OF STUDENTS. THE TEACHER INDICATES THIS BY:

- a. Providing a setting that is attractive and orderly within the resources available;
- b. Assuming responsibility for the safety and health of students in the classroom and elsewhere as appropriate;
- c. Adjusting physical arrangements to accommodate a variety of learning styles and activities;
- d. Attempting to maintain and utilize appropriate furniture, utilities, and equipment;
- e. Organizing and promoting teacher and student displays and exhibits; and
- f. Organizing materials appropriately for accessibility to students.

4. PUBLIC RELATIONS

THE TEACHER PRESENTS A POSITIVE IMAGE OF THE SCHOOL, DISTRICT, AND PROFESSION AND PROMOTES UNDERSTANDING OF EDUCATIONAL NEEDS AND ACHIEVEMENTS. THE TEACHER INDICATES THIS BY:

- a. Encouraging parent and community awareness of school programs and activities;
- b. Maintaining appropriate confidentiality regarding students, parents, and colleagues; and
- c. Discussing school, students, and staff in a positive manner outside the school setting.

5. PROFESSIONAL AND EMPLOYMENT RESPONSIBILITIES

THE TEACHER MEETS LOCAL, STATE, AND PROFESSIONAL REQUIREMENTS AND RESPONSIBILITIES. THE TEACHER INDICATES THIS BY:

- a. Following local policies regarding arrival and departure, duties and assignments, communications, record-keeping, and other areas;
- b. Maintaining appropriate certifications and endorsements;
- c. Seeking professional growth and development;
- d. Maintaining current knowledge of trends, developments, and issues in education.

NOTE: Indicators have not been developed for these competencies. These competencies should be further defined if used by local districts. See examples of indicators in Appendix B.

APPENDIX D

POINTS TO CONSIDER: OBSERVATION, CONFERENCE TECHNIQUES, AND GROWTH PLANNING

Classroom observation is done for the purpose of gathering accurate descriptions of teacher and learner behaviors. It may be accomplished by a designated trained observer/principal or by the use of videotape. Direct classroom observations are the most reliable as they enable the observer to see the total learning situation. Observations should vary in length depending upon observer and teacher needs and schedules.

I. PLANNING THE CLASSROOM OBSERVATION

The administrator/observer should begin establishing a supportive relationship prior to the initial observation.

The specific ground rules should be clear to the observer and the teacher. Those ground rules should cover conditions such as:

- writing during the observation;
- the disposition of any written records;
- the instrument or form to be used;
- the teacher competencies to be observed;
- the length of the visitation;
- the time for which the observation is scheduled; and
- the provision of rain check options.

II. THE PRE-OBSERVATION CONFERENCE

A pre-observation conference prior to the first observation is desirable. During this conference, the observer and teacher should discuss:

- the objectives of the lesson to be observed;
- the teaching-learning activities;
- the teaching competencies to be observed;
- relationships of people within the classroom;
- the teacher behaviors anticipated;
- the predictable learner behaviors; and
- the instructional materials to be used.

III. OBSERVING IN THE CLASSROOM

1. The observer should follow the agreed upon ground rules.
2. The observer should enter the classroom unobtrusively.
3. The observer should focus on the teacher competencies determined in the pre-observation conference.
4. The observer should record descriptive data during the observation.
5. The observer should focus on teacher and student verbal and nonverbal behaviors as related to the teacher competencies agreed upon in pre-observation conference.
6. The data should be as non-judgmental as possible. Non-judgmental information is useful in stimulating the teacher to reflect upon and analyze the lesson.
7. The observer should not challenge or criticize the teacher during the observation. The primary task is to describe teacher and student behaviors observed during the teacher-learning situation.

IV. THE POST-OBSERVATION CONFERENCE

1. The observer should plan for the conference including formulating a strategy and anticipated outcome. Efforts should be made to ensure confidentiality, rapport, and motivation during the conference.
2. The observer should provide an atmosphere of privacy and comfort with no interruptions. If the conference is held in an office, observer and teacher should sit on the same side of the desk.
3. The observer should be an active listener. This means paraphrase, probe, reinforce, clarify, build on ideas, ask questions, build expectations and encourage.
4. The post-observation conference should be conducted as soon as possible after the observation in a collaborative and/or problem solving mode. The teacher and observer should mutually discuss the situation observed. The observer should do the following:
 - stay on task;
 - commend, compliment, and encourage positive behaviors and practices;
 - seek clarification for questionable behaviors or practices as related to the established competencies; and
 - determine growth needs and develop a growth plan with the teacher.

5. Feedback provided to the teacher should focus on the following:

- actual performance of the teacher rather than his/her personality;
- description rather than explanation;
- the specific and concrete rather than the general and abstract;
- the present rather than on the past; and
- information the teacher can use and manage rather than on all the information gathered.

V. GROWTH PLANNING

The growth planning component of the evaluation cycle can be a part of the first post-observation conference or it can be scheduled for a later date. There must be adequate time provided for a growth planning conference to allow both observer and teacher to discuss and agree upon competency areas in which growth needs to occur, how the growth can be accomplished, appropriate resources and a target date by which time the growth will occur. The growth plan must include all the requirements specified under Component 6. The teacher and administrator should pay careful attention to the following areas:

- specific written statements of competency areas in which growth must occur;
- specific, measurable statements of the target growth;
- specific statements of how the growth is to occur;
- specific target date by which the stipulated growth must occur; and
- how the progress toward completion will be monitored.

An appropriate selection from the following should be included:

- professional journals;
- videotapes and films in which teachers demonstrate the essential teaching competencies;
- classroom teachers who model exemplary performance of the competencies;
- peer critique of directly observed or videotaped lessons;
- self-analysis of videotaped lessons;
- assistance from university and SDE staff; and
- courses appropriate for the growth needs.

APPENDIX E

**NEW MEXICO STATE DEPARTMENT OF EDUCATION
REGULATION NO. 84 – 8**

SBE Regulation No. 84-8

Adopted by the State Board
of Education, August 16, 1984**RELATING TO COMPETENCY TESTING FOR CERTIFICATION
AND PERFORMANCE EVALUATION REQUIREMENTS**

- I. **AUTHORITY.** This regulation is promulgated pursuant to Section 22-2-2, New Mexico Statutes Annotated, 1978 Compilation. This regulation supersedes SBE Statement of Policy A-83, adopted by the State Board of Education on June 16, 1983, and filed on June 30, 1983; and SBE Regulation No. 84-4, adopted by the State Board of Education on June 19, 1984, and filed on June 29, 1984.

II. **TESTING OF GENERAL KNOWLEDGE, PROFESSIONAL KNOWLEDGE, COMMUNICATION SKILLS, AND SPECIALTY AREAS.**

- A. Beginning July 1, 1983, all applicants for initial certification, all applicants whose prior certification has expired, and all applicants whose prior certification has been suspended or revoked, in addition to meeting all other certification requirements of the State Board of Education, are required to take the Core Battery of the NTE (National Teacher Examinations), and are required to obtain at a minimum the following scale score associated with each test of the NTE Core Battery:

<u>AREA</u>	<u>SCORE</u>
Professional Knowledge	630
Communication Skills	644
General Knowledge	645

- B. Beginning July 1, 1984, in addition to meeting all other certification requirements of the State Board of Education, all applicants enumerated in Paragraph II.A. of this regulation and all applicants adding certification/endorsement(s) in the following areas are required to take the NTE Specialty Area Tests, and are required to obtain at a minimum the scale score associated with each test as follows:

<u>AREA</u>	<u>SCORE</u>
Biology and General Science	538
Business Education	529
Chemistry, Physics, and General Science	585
Early Childhood Education	482
Education in the Elementary School	502
Educational Administration and Supervision	484
Guidance Counselor	552
Home Economics Education	481
Mathematics	551
Physical Education	543
Reading Specialist	484
Spanish	499

III. EVALUATION OF TEACHER PERFORMANCE.

- A. Beginning July 1, 1986, each school district shall implement a system of teacher performance evaluation which meets the requirements of this regulation.
- B. Prior to implementing the system of teacher performance evaluation, each school district shall:
 - 1. Involve all teachers, principals and supervisors of principals in the development of the evaluation criteria.
 - 2. Include the following competencies as part of the evaluation criteria:
 - a. the teacher communicates accurately and effectively in the content area and maintains a professional rapport with students.
 - b. the teacher obtains feedback from and communicates with students in a manner that enhances student learning and understanding.
 - c. the teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
 - d. the teacher encourages the development of student involvement, responsibility, and critical thinking skills.
 - e. the teacher manages the classroom to ensure the best use of instructional time.
 - f. the teacher creates an atmosphere conducive to learning, self-discipline, and development of realistic and positive self-concepts.
 - 3. Select and/or develop additional competencies determined appropriate by the local school district to complete the local teacher performance evaluation system.
 - 4. Provide training in classroom observation techniques, conference skills, and growth planning to all teachers and personnel assigned performance evaluation duties.
- C. The teacher performance evaluation system shall include at least the following components:
 - 1. Conduct and document multiple observations of the teacher's performance to determine the presence and extent of competencies demonstrated.
 - 2. Confer with the teacher as soon as possible after each observation to ensure the adequacy, accuracy, and completeness of the information obtained.
 - 3. Identify strengths and areas of the teacher's performance where growth can occur.

4. Collaborate with the teacher on the development of a written plan for improvement or growth. The plan should include observations and conferences with the teacher to determine progress toward completion of the plan.
5. Provide assistance to the teacher through individual guidance, workshops, classes, or other such means for completing the growth plan.

IV. EVALUATION OF PRINCIPAL PERFORMANCE.

- A. Beginning July 1, 1986, each school district shall implement a system of principal performance evaluation which meets the requirements of this regulation.
- B. Prior to implementing the system of principal performance evaluation, each school district shall:
 1. Involve all principals and the supervisors of principals in the development of evaluation criteria and data collection procedures.
 2. Include the following competencies as part of the evaluation criteria:
 - a. the principal facilitates the planning and development of curriculum and instructional goals for school staff and students.
 - b. the principal monitors and facilitates the progress of programs toward established goals.
 - c. the principal uses supervision, staff development and performance evaluation to improve the instructional processes of the school.
 - d. the principal manages the resources of the school including personnel, finances and facilities.
 - e. the principal establishes and maintains an environment conducive to learning.
 - f. the principal communicates accurately and effectively.
 3. Select and/or develop additional competencies determined appropriate by the school district to complete the total system of principal evaluation.
 4. Provide training in conference skills and growth planning to all principals and supervisors of principals.
- C. The principal performance evaluation system shall include at least the following components.
 1. Collect data on the principal's performance to determine the presence and extent of competencies demonstrated.

2. Confer with the principal as soon as possible after each data collection instance to ensure the adequacy, accuracy, and completeness of the information obtained.
3. Identify strengths and areas of the principal's performance where growth can occur.
4. Collaborate with the principal on the development of a written plan for improvement or growth. The plan should include follow-up data collection and conferences with the principal to determine progress toward completion of the plan.
5. Provide assistance to the principal through individual guidance, workshops, classes or other such means for completing the growth plan.

V.

LOCAL PLAN APPROVAL

On or before July 1, 1985, each school district shall submit to the State Superintendent of Public Instruction for approval, a local plan for implementing Sections III and IV of this regulation.

APPENDIX F
BIBLIOGRAPHY OF RESOURCES

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Videotapes/Films

Evaluating Teacher Performance: Part I. The Process. Richard Mannatt. Describes a legal way to assess teacher performance using generic instruments and performance analysis. Includes evaluation of four real teaching episodes. Format: 3/4" cassette, 1/2" reel, 1/2" Beta, or 1/2" VHS. Purchase price: \$195, ASCD members: \$230, nonmembers. Rental (5 days): \$50. Unscheduled review (2 days): \$30.

Evaluating Teacher Performance: Part II. Teaching Episodes. Richard Mannatt. Presents three more teaching episodes plus longer versions of two segments in Part I. Format: 3/4" cassette, 1/2" reel, 1/2" Beta, or 1/2" VHS. Purchase price: \$195, ASCD members: \$230, nonmembers. Rental (5 days): \$50. Unscheduled preview (2 days): \$30.

Motivational Opportunities For Successful Teaching. Raymond J. Wlodkowski. Presents a program of five videotapes, a leader's guide, and a participant's manual designed to train in the enhancement of student motivation for learning. Format: 3/4" cassette, 1/2" Beta, 1/2" VHS. Purchase Price: \$395.00. Source: Universal Dimensions, Inc., 4621 North 16th Street, Suite F608, Phoenix, Arizona 85016. (Also available on loan from the New Mexico Department of Education, Elementary and Secondary Education Unit.)

Script Taping Lessons. Madeline Hunter. Demonstrates how to make anecdotal records of teaching performance, practice in recording, interpreting, and giving feedback from short segments of instruction. Format: 16mm color, 29 minute. Purchase price: \$375.00. Rental (3 days): \$45. Source: Special Purpose Films, 416 Rio Del Mar Blvd., Aptos, California 95003.

Six Types of Instructional Conferences. Madeline Hunter. Presents type of conferences associated with the supervision of teachers including filmed example. Format: 16mm color, 29 minute. Purchase price: \$375.00. Rental (3 days): \$45. Source: Special Purpose Films, 416 Rio Del Mar Blvd., Aptos, California 95003.

Supervising the Marginal Teacher. Richard Mannatt. Describes the use of intensive assistance, progressive discipline, and teacher dismissal. Packaged with comprehensive leader's guide and instructional materials booklet. Format: 3/4" cassette, 1/2" reel, 1/2" Beta, or 1/2" VHS. Purchase price \$225, ASCD members; \$260, nonmembers. Rental (5 days): \$50. Unscheduled preview (2 days): \$30.

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